

## 1.0 Percent Participation Justification Form 2018–19

The *Every Student Succeeds Act (ESSA)* requires each district and charter school to complete and submit a justification when it anticipates exceeding 1.0 percent of students assessed in a subject area (i.e., English Language Arts/Reading, Mathematics, and/or Science) with the NCEXTEND1 alternate assessment. Justifications from each district and charter school will be reviewed by the North Carolina Department of Public Instruction (NCDPI), and follow up actions will be determined based on the information found in the justification document. Staff from the Exceptional Children and Accountability Divisions in each district and charter school should collaborate to provide the following information on the justification document. Responses to Sections 1–4 and the designated signatures are required; it is optional to include additional information (see page 5). This justification document will be publicly posted. As such, the document **must not contain any personally identifiable information**. If necessary, additional pages may be attached to this form.

### Section 1: Contact Information

Enter contact information for the primary district/charter school staff member responsible for overseeing the completion of the justification form.

<b>3-Digit LEA/Charter Code:</b> 090
<b>Contact Name:</b> Dr. Robert P. Taylor
<b>Contact Phone No.:</b> 910-862-4136
<b>District/Charter Name:</b> Bladen County Schools
<b>Contact Title:</b> Superintendent
<b>Contact E-Mail:</b> rptaylor@bladen.k12.nc.us

### Section 2: Analyzing Contributing Factors

Did the Individualized Education Program (IEP) teams utilize the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart to make alternate assessment participation decisions?

☒ Yes                      ☐ No

Indicate how all members of the IEP teams have been informed or trained on the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart. Check all that apply.

Training Method	School Administration	Special Education Staff	Parents	Related Service Staff
Face-to-face training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given copy of guidance documents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
No training provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please explain below	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Other, please explain below:

Parents and related service providers are made aware of state eligibility criteria for placing students on the ECS. IEP meeting documentation exists where IEP Teams considers and accepts or rejects placing a student on an alternate assessment.

Does the district or charter school identify students to participate in the alternate assessment that do not traditionally participate (i.e., Speech and Language Impairment, Specific Learning Disability, etc.)? If yes, please explain how the district determined these students meet the criteria for participation in the alternate assessment.

☐ Yes

☒ No

Explain below:

Only eligible students are placed on the alternate assessments i.e, Extend I assessments, and Alternate ACCESS for English Learners (EL). For Occupational Course of Study (OCS) students, the CCRAA is an option.

Does the district or charter school provide a targeted program that may contribute to a higher enrollment of students with significant cognitive disabilities?

☐ Yes

☒ No

Explain below:

Click or tap here to enter text.

Does the district or charter school have a small overall student population that increased the likelihood of exceeding the 1.0 percent threshold?

☒ Yes

☐ No

Explain below:

A review of the 2017-2018 data suggests gender disproportionality exists between Regular and ECS students. ECS male students ranked 75% and 25% female compared to the regular population 57.5% male and 42.5% female. The number of ECS students tested was only four students in grade 10. Grade 11 ECS students were below the 1% marker. This small population can easily change the data if one student is added or removed from the numerator. In grades 3-8 Regular students and ECS students are not significantly disproportionate in relation to gender. However, the data suggests disproportionality in racial groups.

### Section 3: Assurances

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Does the district or charter school have a process in place to monitor alternate assessment participation?

☒ Yes

☐ No

Explain below:

An annual analysis of the number and % of students taking alternate assessments is conducted. The data is shared with leadership and stakeholders. The 2017-2018 data suggests placement disproportionality among the Black, American Indian, White, and Socioeconomic subgroups.

Does the district or charter school have a process in place to identify and address disproportionality in alternate assessment participation (specifically, among race, gender, or socioeconomic status groups)?

☒ Yes

☐ No

Explain below:

A review of the data is shared with district and school stakeholders. IEP Teams are directed to make testing decisions only when student ability levels fall within state-defined guidance. The EC and Testing Departments will continue to work closely to inform related personnel on the criteria to justify placement, and in time, reduce the existing disproportionality among subgroups.

### Section 4: Resources and Technical Assistance

What resources and technical assistance does the district or charter school need from the North Carolina Department of Public Instruction to ensure that students are being assessed using the appropriate assessment?

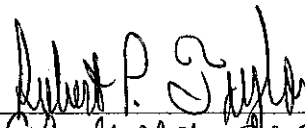
None at this time

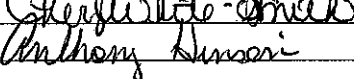
### Signatures

Superintendent/Charter School Director

Exceptional Children Director/Coordinator

LEA/Charter School Test Coordinator







Date

20 May 19

Date

5-20-19

Date

5-20-19

The completed justification form must be signed by the superintendent/charter school director, exceptional children's director/coordinator, and LEA/charter school testing coordinator. The form must be scanned and emailed to [alternateassessment@dpi.nc.gov](mailto:alternateassessment@dpi.nc.gov) by May 3, 2019.

The NCDPI will notify districts/charter schools in writing if further information is needed and will include next steps. For questions, please contact your Exceptional Children Director or Regional Accountability Coordinator.

## Bladen County Schools 2017-2018 1% Overage Justification

### Denominator

Below is a breakdown of disproportionality among Regular students and Extended Content Standard (ECS) students in Bladen County.

An annual review of the number and % of students that are taking alternate assessments is conducted. The data is shared with leadership and stakeholders. The data is reviewed by race, gender and socioeconomic status.

**The change in ESSA where the 1% is determined by participation vs.% proficient has increased our overage.**

	3-8 Regular	3-8 Ext 1	5&8 Sci Regular	5&8 Sci Ext 1	HS Regular	HS Ext 1
Male	49.8%	47.8%	51.2%	66.7%	57.5%	75%
Female	50.2%	52.2%	48.8%	33.3%	42.5%	25%
Amer Ind	1.7%	8.7%	2.2%	11.1%	1.1%	N/A
Black	36.5%	56.5%	37.5%	66.7%	38.2%	25%
Hispanic	21%	17.4%	19.1%	11.1%	20.7%	25%
Mult Race	5.1%	4.3%	4.6%	N/A	5.7	N/A
White	35.7%	13%	36.4%	11.1%	34.3%	25%
Economic	48.3%	69.6%	47.9%	44.4%	41.4%	25%

Anthony Henson

Cheryl White-Smith, EC Director, Curriculum K-5 Director

James Allen, CTU / Dir - Secondary CH and EOC Programs

Robert P. Taylor, Superintendent